Texas Education Agency

Standard Application System (SAS)

2016–2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1

		FOR TEA USE ONLY
Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	Write NOGA ID here:
Grant Period	August 1, 2016, to July 31, 2017	Place date stamp here.
Application deadline:	5:00 p.m. Central Time, March 29, 2016	
Submittal information:	Three complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494	TEXAS EDUCATION AGENCY RECEIVED 2016 MAR 23 AM 11: 24 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION
Contact Information:	21stCentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Mathis ISD	205-904		
Vendor ID #	ESC Region #		DUNS #
74-16001710	02		045372539

Mailing address		City	State	ZIP Code
P.O. Box 1179		Mathis	TX	78368

Primary Contact

First name	M.I.	Last name	Title
Benny		Hernandez	Superintendent
Telephone #	Email address		FAX #
361.547.3378x1002	bhernandez@mathisisd.org		361.547.4198

Secondary Contact
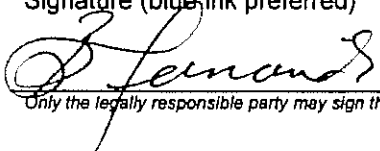
First name	M.I.	Last name	Title
Camille		McCoy	Human Resources Director
Telephone #	Email address		FAX #
361.547.3378	cmccoy@mathisisd.org		361.547.4198

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I. Last name	Title
Benny	Hernandez	Superintendent
Telephone #	Email address	FAX #
361.547.3378	bhernandez@mathisisd.org	361.547.4198

Signature (blue ink preferred)   Date signed

[signature]   02/23/16

Only the legally responsible party may sign this application.

701-16-102-002

Schedule #1—General Information (cont.)	
County-district number or vendor ID: 205-904	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
3	Certification of Shared Services	☐	☐
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	☐
8	Professional and Contracted Services (6200)		☐
9	Supplies and Materials (6300)		☐
10	Other Operating Costs (6400)		☐
11	Capital Outlay (6600)		☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐
18	Equitable Access and Participation	☒	☐
19	Private Nonprofit School Participation	☒	☐
21	Program Information Addendum	☒	N/A

*IMPORTANT NOTE FOR COMPETITIVE GRANTS: Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year	
Start date (MM/DD):	End date (MM/DD):
Section 2: Applicant Organizations and the Texas Statewide Single Audit	
Yes: ☐	No: ☐

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 205-904	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see General and Fiscal Guidelines, Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
☒	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
☒	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 205-904	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: 205-904	Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Mathis ISD is seeking funding to operate a Texas ACE program at all four of its campuses to offer a summer program along with before- and after-school opportunities that would support students' increased academic achievement as well as enrichment opportunities for students and parents. All four centers will focus on four components: academic enrichment, college readiness, family involvement, and enrichment programs. Mathis ISD serves a rural community with an over eighty-four percent economically disadvantaged population that lacks resources and accessibility to provide opportunities for social skill building, recreation and activities for enrichment. As a low-income rural community, there is a need for a safe and positive environment for students after school as well as before school since many students lack adult supervision during normal business hours. The community has a high percentage of English language learners or families whose primary language outside of school is Spanish. All campuses operate Title I, Part A Schoolwide programs with Board-approved improvement plans based on district goals of improving academic performance, daily attendance, positive behavior and promotion/graduation rates.

Mathis ISD will meet the goals of the program by providing tutorials in core subjects and enrichment activities both in academic and recreational activities while in a safe environment. To address the areas of **academic achievement and performance, grade promotion and graduation rates,** all centers will provide homework assistance for students needing small group assistance. Tutorials will accommodate students who lack skills and concepts that have hindered their past academic progress, and computer-based academic interventions will target areas of low-performing standards and objectives. Tutorials will also focus on the core academic subject areas and will be data-driven through regular formative assessments. College readiness activities will familiarize students and families with entrance tests, the college application process and student loans.

To enhance **school day attendance and positive behavior,** Mathis ISD will offer popular enrichment activities that support academics including chess club, technology-based learning, music and arts/crafts. Athletic activities to promote physical health will include basketball, volleyball and other indoor and outdoor sports. Music opportunities will include recording studio access as well as instruction in steel drums and mariachi to enhance students' awareness and skills using musical instruments other than those traditionally found in school band curricula.

The Texas ACE program will also provide opportunities for parents of students enrolled in the program to participate in **family literacy** classes, GED classes and basic computer skills classes. The district will fully utilize the position of a Family Engagement Specialist to communicate with the parents and encourage family participation in children's education. Mathis is a friendly, tight-knit community and school liaisons can be highly effective at bolstering participation as well as listening for beneficial feedback. Parents of students enrolled in the Texas ACE program will also have opportunities to partake in activities that involve parent-student interaction such as exercise classes (including Zumba), arts and college exploration. Mathis will continue to host its monthly literacy night.

Additional resources will be made available through the Texas ACE program to implement before- and after-school programs where the district will offer supplemental instruction to students based on individual, identified needs. Each center will provide academic as well as enrichment activities that connect to the Mathis community and that are based on student-interest surveys. This will encourage students to stay in school and provide opportunities beyond the regular school day that would embolden student participation in school. In addition, there is an identified need for character building and social skill development that can be addressed through Texas ACE's Enrichment activities to promote positive social interaction. Mathis ISD will continue to promote a college-workforce readiness district with the assistance of Texas ACE and coordination of other activities. The district will also continue to enhance, support and promote the program to provide students and their families varied opportunities to participate in activities that **increase students' and families' active participation and engagement in learning.**

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 205-904	Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The following pages outline a projected budget based on the number of positions to be filled, extra-duty pay for teachers in summer, before- and after-school programs, contracted tutors, planned professional development travel, and supplies for student and adult activities. Budget estimates are based on business office calculations adhering to district hiring practices and procedures and past experience in providing support for supplemental activities. No funds were budgeted for facilities as the centers will be operated at the campuses and indirect costs may be used to recoup any funds needed for maintenance or utilities.

The district's needs assessment process (Schedule #13) is ongoing and reviewed on a regular basis by the District Education Improvement Council to measure program effectiveness against the goals and objectives outlined in the campus improvement plans and district improvement plan. The District Education Improvement Council annually updates the campus improvement plans based on needs, and sets goals and objectives for the upcoming school year.

Formative program evaluation will adhere to a pre-determined schedule to ensure compliance with the approved needs assessment in order to provide essential data and feedback, which will inform instruction throughout the program period. Site Coordinators, the Family Engagement Specialist and Project Director will add formative assessment results to the external evaluators' and Technical Assistance Consultant's process. Program evaluation will target all critical success factors. Students' and families' active participation and engagement in learning and their increased sense of involvement in school will be gauged by regular written and online surveys, meeting sign-in sheets, correspondence records (including phone and email logs), activity attendance records, program director observations and personal interviews with students, parents and other stakeholders. The teachers, counselors and administrators who provide instructional and supportive assistance to students in the ACE Program will utilize existing assessment data of past student performance for benchmark purposes. Ongoing data assessments of student performance in tutorials and enrichment activities will be used to evaluate and continuously improve student services. Implementation of strategies learned through training will be evaluated based on the written goals and objectives set down in professional development presentations.

Mathis will create an ACE Advisory Council comprised of parents, community representatives (especially those in non-profit and community services such as mental health and law enforcement) along with school employees (encouraging non-academic area experts) in addition to the program administrators. The ACE Advisory Council will guide the program by providing feedback and recommendations based on formative observations and assessment results.

The management plan outlined in Schedule #14 is ultimately overseen by the Superintendent with administrative support of the Director of Compensatory Programs, Director of Human Resources and others, most notably in the business department. All are experienced educators and professionals with the expertise and integrity to provide collaborative support for the management of the program along with its staff and participants. Mathis ISD currently has approved campus and administrative procedures and, if needed, any new program-specific procedures will be adapted from the guidance found in the Texas ACE Blueprint.

The application supports all statutory requirements by ensuring the implementation of district and campus academic goals and strategies aligned with Texas ACE, and by adherence to the district's EDGAR-compliant administrative procedures manual. This application shows that as a recipient of Title I, Part A funds, Mathis ISD already has in place policies providing for conducting needs assessments, information dissemination, program coordination, academic achievement, parent/community involvement and the use of campus volunteers.

The application responds to TEA requirements by describing the district's and campus's community involvement strategies, the level of experienced administrative program management, a full description of program coordination and center operations management, including the duties of the Family Engagement Specialist.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 205-904		Amendment # (for amendments only):		

Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB

Grant period: August 1, 2016, to July 31, 2017	Fund code/shared services arrangement code: 265/352

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	$313,940	$	$313,904
Schedule #8	Professional and Contracted Services (6200)	6200	$135,600	$12,000	$147,600
Schedule #9	Supplies and Materials (6300)	6300	$73,600	$	$73,600
Schedule #10	Other Operating Costs (6400)	6400	$40,500	$	$40,500
Schedule #11	Capital Outlay (6600)	6600	$	$	$
	Consolidate Administrative Funds			☐ Yes **X** No	
	Total direct costs:		$563,640	$12,000	$575,640
	5.912% indirect costs (see note):		N/A	$28,782	$28,782
	Grand total of budgeted costs (add all entries in each column):		**$563,640**	**$40,782**	**$604,422**

Shared Services Arrangement				
6493	Payments to member districts of shared services arrangements	$	$	$

Administrative Cost Calculation	
Enter the total grant amount requested:	$604,422
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$28,782

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #7—Payroll Costs (6100)			
County-district number or vendor ID: 205-904		Amendment # (for amendments only):	
Employee Position Title	**Estimated # of Positions 100% Grant Funded**	**Estimated # of Positions <100% Grant Funded**	**Grant Amount Budgeted**
Academic/Instructional			
1 Teacher			$
2 Educational aide			$
3 Tutor			$
Program Management and Administration			
4 Project director (required)	1		$50,000
5 Site coordinator (required)	4		$120,000
6 Family engagement specialist (required)	1		$12,600
7 Secretary/administrative assistant			$
8 Data entry clerk			$
9 Grant accountant/bookkeeper			$
10 Evaluator/evaluation specialist			$
Auxiliary			
11 Counselor			$
12 Social worker			$
Education Service Center (to be completed by ESC only when ESC is the applicant)			
13 ESC specialist/consultant			$
14 ESC coordinator/manager/supervisor			$
15 ESC support staff			$
16 ESC other			$
17 ESC other			$
18 ESC other			$
Other Employee Positions			
19 Title			$
20 Title			$
21 Title			$
22		Subtotal employee costs:	$182,600
Substitute, Extra-Duty Pay, Benefits Costs			
23 6112 Substitute pay			$
24 6119 Professional staff extra-duty pay			$99,000
25 6121 Support staff extra-duty pay			$
26 6140 Employee benefits			$32,340
27 61XX Tuition remission (IHEs only)			$
28		Subtotal substitute, extra-duty, benefits costs	$131,340
29 **Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			$313,940

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 205-904	Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

	Expense Item Description	Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	$0
	Specify purpose:	
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$0

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted
1	External Evaluator	$12,000
2	Tutors	$135,600
3		$
4		$
5		$
6		$
7		$
8		$
9		$
10		$
11		$
12		$
13		$
14		$
b.	Subtotal of professional and contracted services:	$147,600
c.	Remaining 6200—Professional and contracted services that do not require specific approval:	$0
	(Sum of lines a, b, and c) Grand total	$147,600

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 205-904	Amendment number (for amendments only):	
Expense Item Description		**Grant Amount Budgeted**
6300	Total supplies and materials that do not require specific approval:	$73,600
	Grand total:	**$73,600**

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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	Schedule #10—Other Operating Costs (6400)	
County-District Number or Vendor ID: 205-904		Amendment number (for amendments only):
	Expense Item Description	**Grant Amount Budgeted**
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	$
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	$
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	$
6413	Stipends for non-employees other than those included in 6419	$
6419	Non-employee costs for conferences. Requires authorization in writing.	$
	Subtotal other operating costs requiring specific approval:	$
	Remaining 6400—Other operating costs that do not require specific approval:	$40,500
	Grand total:	**$40,500**

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 205-904		Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	$
66XX—Computing Devices, capitalized				
2			$	$
3			$	$
4			$	$
5			$	$
6			$	$
7			$	$
8			$	$
9			$	$
10			$	$
11			$	$
66XX—Software, capitalized				
12			$	$
13			$	$
14			$	$
15			$	$
16			$	$
17			$	$
18			$	$
66XX—Equipment, furniture, or vehicles				
19			$	$
20			$	$
21			$	$
22			$	$
23			$	$
24			$	$
25			$	$
26			$	$
27			$	$
28			$	$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				$
			Grand total:	$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 205-904	Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			1708	
Category	**Number**	**Percentage**	**Category**	**Percentage**
African American	12	0.7%	Attendance rate	94.6%
Hispanic	1575	92.21%	Annual dropout rate (Gr 9-12)	1.7%
White	116	6.79%	Students taking the ACT and/or SAT	84.7%
Asian	0	0%	Average SAT score (number value, not a percentage)	1070
Economically disadvantaged	1445	84.6%	Average ACT score (number value, not a percentage)	59
Limited English proficient (LEP)	52	3.04%	Students classified as "at risk" per Texas Education Code §29.081(d)	66%
Disciplinary placements	674	39.5%		

Comments

The most recent PEIMS data has been used for information in this section.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	**Number**	**Percentage**	**Category**	**Number**	**Percentage**
African American	1	0.9%	No degree	0	0%
Hispanic	64	56.1%	Bachelor's degree	86	76.1%
White	47	41.2%	Master's degree	27	23.9%
Asian	1	0.9%	Doctorate	0	0%
1-5 years exp.	33	28.9%	Avg. salary, 1-5 years exp.	40,316	N/A
6-10 years exp.	18	15.8%	Avg. salary, 6-10 years exp.	41,066	N/A
11-20 years exp.	17	14.9%	Avg. salary, 11-20 years exp.	46,165	N/A
Over 20 years exp.	28	24.6%	Avg. salary, over 20 years exp.	50,961	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)															
County-district number or vendor ID: 205-904									Amendment # (for amendments only):						

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	79	126	142	149	143	139	161	109	138	132	123	109	76	81	1,708
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	79	126	142	149	143	139	161	109	138	132	123	109	76	81	1,708

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Schedule #13—Needs Assessment

County-district number or vendor ID: 205-904	
	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All four campuses operate Title I, Part A Schoolwide programs and the district's average low income, based on free and reduced-priced lunches, is over 80%. The community is mostly Hispanic and a combination of English and Spanish is spoken at home. The district has a needs assessment process in place as part of the campus improvement planning process. It takes a holistic view of each campus looking at academic and non-academic needs, including social and emotional needs. Regular staff and parent surveys are part of this process in addition to facilities and technology reports from district and campus administrators. District representatives from counseling and social services also contribute data and observations to the needs assessment process.

The academic needs at the district are assessed in an ongoing campus improvement process, including data review from formative and summative evaluation from STAAR practice tests, semester tests, report card grades and spring STAAR results (TAPR). Based on these data sets and for the purpose of this grant, the academic needs have been distilled down to the most pressing and prioritized into the top three areas of need by the district site-based decision-making committee as part of the district improvement planning process. The top three academic needs are:
- Subject-area knowledge
- Discipline
- College and Career Readiness

The deficiencies in subject-area competencies have been identified using multiple measures. The Elementary, Intermediate and Middle Schools have all been identified as Improvement Required. The Elementary campus does not administer STAAR, but is the sole feeder for the Intermediate campus, which administers the STAAR at all grade levels. The campuses have all performed below the state passing rates in all STAAR subjects. Periodic formative assessments reveal that content knowledge is not where it should be and there is a need for supplemental support.

Discipline issues that contribute to the overall academic weakness are seen in weekly discipline referral reports as well as the overall discipline referral number reported in PEIMS. Students who are referred out of the classroom for discipline issues suffer from interrupted instructional time and tend to lack focus when they return. Chronic discipline problems have become an issue. Similarly, attendance data shows a need for improvement.

College and career readiness are identified as dominant needs. The district is striving to improve the number of students who attend post-secondary educational institutions and to ensure the success of the students once they are there.

Due to their effect on learning and behavior, support for non-academic needs will also be an important focus of Mathis ISD's grant program. The district regularly strives to meet the non-cognitive needs that can hinder student achievement, but these efforts also strain existing resources. As a single attendance area district, Mathis ISD's campuses share many of the same non-academic problems and, as such, can address these issues through efficient use of limited resources.

The first priority is for a safe and supervised before- and after-school program to meet the child-care needs of the working families in the community. Most students come from homes with all adults working, which leaves them without adult supervision outside of school hours. The second non-academic priority is general engagement in enrichment activities including fitness and health. Lacking these grant funds, students in this low-income, rural community would not otherwise have a chance to explore arts, music, chess and other interesting hobbies free of charge.

All four Mathis ISD campuses have adequate space and many physical resources including sports and musical equipment. The talent pool for tutors and program staff is available. With the ACE program training and funding, Mathis will be able to operate successful ACE programs to help meet the academic and non-academic needs of the campuses and the community.

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RFA #701-16-102; SAS #782-17
2016–2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1

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	Schedule #13—Needs Assessment (cont.)	

County-district number or vendor ID: 205-904 | Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Subject Content Knowledge	Texas ACE program provides funding to expand sheltered instructional time in core subject academic areas for students by up to two hours per day. Grant will fund tutors and teachers to instruct students in small groups.
2.	Student Discipline	Texas ACE program will provide a motivating, structured, opportunity for students to receive adult attention in academic and recreational activities which strengthens student positive attitudes and outlooks toward school. Improved academic performance as well as interesting, engaging activities will bolster student attendance and engagement in school.
3.	College and Career Readiness	The Texas ACE program will allow for new activities and support those in place to educate students and families about postsecondary opportunities including financial aid and college entrance application assistance.
4.	Safe Adult-Supervised Before- and After-School Child Care	Texas ACE program will provide much-needed adult supervision before and after school for students in grades K-12 in four centers. Centers will provide academic and non-academic enrichment activities with qualified adult supervision. Personnel supervising each facility are professional and specifically trained and experienced in appropriate interactions with the age levels at each campus.
5.	Enrichment Activities	The Texas ACE program affords a structured environment for students and families to participate in activities they otherwise would not be exposed to or allowed to join in. These range from physical fitness and sports to chess, music, arts and group and individual exploration of activities that interest them. Immediate family members have the opportunity to join in many of these along with adult literacy programs.

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Schedule #14—Management Plan

County-district number or vendor ID: 205-904	Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Bachelor's Degree (Master's Degree preferred), Excellent communication (written and verbal), organizational and technology skills. Educational, supervisory and fiscal experience. Project or program management skills and experience.
2.	Site Coordinator(s)	Bachelor's Degree, Excellent communication (written and verbal), organizational and technology skills. Educational, supervisory and fiscal experience. Experience working with youth, community or social services.
3.	Family Engagement Specialist	High school graduate (Associates degree preferred) and Bilingual. Experience working with children, community or social services. Strong interpersonal and communication skills, able to work evenings and irregular schedule.
4.		
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
1.	Staffing	1.	Hiring program staff; contracted tutors and teachers	7/1/2016	8/12/2016
		2.	Initial District Training	7/1/2016	8/12/2016
		3.	Texas ACE-Specific Program Training	7/1/2016	8/12/2016
		4.	Texas ACE Student Tracking Training	7/1/2016	8/12/2016
		5.			
2.	Communication	1.	Notify community of program (Back to School)	8/22/2016	3/31/2017
		2.	Recruit students and family participants	8/22/2016	3/31/2017
		3.	Ongoing recruitment	8/22/2016	3/31/2017
		4.	Program updates to families and to district	10/3/2016	5/26/2017
		5.	Communicate results of program (each semester)	12/15/2016	5/26/2017
3.	Program Design and Implementation	1.	Form Texas ACE Advisory Council	8/1/2016	8/31/2016
		2.	Develop detailed schedule of lessons/activities	7/1/2016	8/22/2016
		3.	Begin Fall ACE program	8/29/2016	8/29/2016
		4.	Spring ACE program revised based on data review	12/5//2016	1/9/2017
		5.	Run summer ACE program	6/5/2016	7/20/2017
4.	Program Tracking and Continuous Improvement	1.	Enter Student Tracking data	8/29/2016	6/31/2017
		2.	Review Student Tracking data	9/9/2016	6/31/2017
		3.	Implement program enhancements based on above	Each six weeks	9/2016-6/2017
		4.	Review program financial progress	Monthly	9/2016-6/2017
		5.			
5.	Evaluation	1.	Hire/contract with external evaluator	7/1/2016	8/29/2016
		2.	Begin ongoing program evaluation	8/29/2016	6/31/2017
		3.	Complete 1st year program evaluation	6/1/2017	6/31/2017
		4.			
		5.			

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 205-904	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district improvement planning process is facilitated by the District Education Improvement Council and includes contributions from stakeholders and staff that go beyond those who sit on the committee. The process is ongoing and receives input and data from parents, staff, and students in addition to inventories of facilities, technology and evaluations of programs. Formative assessments, surveys and programmatic information, including financial data, are reviewed multiple times during each semester. Annual goals are evaluated with the same process but occur after spring STAAR results are available.

Utilizing this information, Mathis may alter or adjust programs, add or refocus professional development, staffing and the use of resources (financial and otherwise) to be more effective and efficient at supporting student academic progress. Any curriculum, staffing or other program alterations are communicated to campus leaders who distribute the information in more than one manner. Information is communicated directly via staff meetings, building-level emails, grade-level leaders or all of the above. Communication intended for those stakeholders outside of the buildings takes place at board meetings, letters home to parents, newsletters, web site postings, and postings at the campus. Comments and feedback are always welcome and in this small community they are frequent as parents feel comfortable speaking with school staff who are often friends and neighbors. Feedback is always taken into consideration and is used to inform decision making to improve the overall effectiveness of the program.

The ACE Advisory Council will follow a similar improvement process and will be an embedded element in the larger, ongoing district improvement planning. However, instruction or program improvements based on ACE training will be implemented immediately and communicated to all program participants and their families through methods cited above.

Part 4: Sustainability and Commitment. Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The District Education Improvement Council (DEIC) will include the recommendations from the ACE Advisory Council for sustainability for a program of similar design or other offshoot programs. Sustainability planning will adhere to a strict performance model. Mathis ISD will base sustainability decisions on hard data such as that gathered from regular performance reports. The planning process will reevaluate the target audience and explore the feasibility of expansion to additional groups in need. The services and activities that are essential for sustainability will be identified through a detailed analysis by prioritizing the successes of each program element. The planning process will clearly pinpoint what is needed (personnel, budget, etc.) to manage and operate the selected activities in the future. The DEIC will ensure that all current and potential stakeholders remain aware of the sustainability planning activities. Finally, involvement will be sought from additional organizations and interest groups that have benefitted or will benefit from the project's continued activities.

Mathis will utilize current and ongoing partners to play a part in ongoing services while the Superintendent and curriculum department continue collaboration toward innovative future programs. Specifically, long-term partners include the San Patricio Literacy Program from Sinton Texas; Mathis Public Library; Nueces County Library program - Mr. Kippy Read-A-Book; Connections Individual and Family counseling – Portland; Workforce Programs - Corpus Christi; Texas A & M Kingsville University - Kingsville; Texas A& M Corpus Christi University - Corpus Christi; Del Mar College – Corpus Christi; Coastal Bend College – Beeville.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 205-904	Amendment # (for amendments only):

Part 1: Evaluation Design. List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Monitor program activities (internally and externally)	1.	Contract with evaluator; written program goals & object.; comp. prof. dev.
		2.	Document program descriptions & alignment; including schedules
		3.	Interim Report 1- Implementation Practices: School Program Alignment
2.	Evaluate recruitment and attendance	1.	Data collection, entry & reports on attendance & program participation
		2.	Review & revise recruitment and enrichment based on data
		3.	Interim Report 2 – Outputs: Activities and Participation
3.	Review data management and program administration (including security)	1.	Sup & Program Dir review interim reports
		2.	Management meets all deadlines and due dates for reports and evaluation
		3.	Copies of communications to stakeholders on results of program progress
4.	Conduct staff performance reviews and evaluations	1.	Professional development completed for all staff, teacher and tutors
		2.	Documented monitoring of centers by Dir., Monitor and district admin.
		3.	Documented results of staff perf. reviews & prog. evals. & revise program
5.	Conduct budget examination	1.	Program general ledgers
		2.	Financial reports – updates to stakeholders; bug. adjustments as necessary
		3.	Year-End expenditure reports including PEIMS

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To streamline the process, program evaluation will rely heavily on the reports and data collected in the Texas 21st Century Student Tracking since this will be gathered as frequently as daily and entered online as often as weekly. Site Coordinators will be responsible for collecting program activity and participation data. Principals will forward student-level academic results and other campus specific data to Site Coordinators and ACE teachers as quickly as possible when progress reports, grades and benchmark results become available. Cumulatively, this data will be used to monitor the effectiveness program and used to direct enhancements by steering specific instructional practices where students need the most assistance. Similarly, activity participation data (along with feedback and survey results) will drive enrichment and non-academic activities.

All programmatic findings will be communicated to the ACE Advisory Council, district administrators and the school board. Relevant periodic center-level (campus) findings will not only be communicated to the campus improvement planning teams but also to community stakeholders through the campus newsletters and through other campus programs where parents are present.

Final report will be submitted on or before the due date through the Texas ACE Help Desk system and all information will be shared with community stakeholders and become fundamental platform piece in the needs assessment for the 2017-2018 ACE program.

The Site Coordinators and Project Director will coordinate with the TEA monitor, Technical Assistance Consultant and the external evaluator to outline a polished and detailed evaluation plan that is practical and efficient to not only be in compliance with the Texas ACE program goals but also to conduct an effective program.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 205-904	Amendment # (for amendments only):

Statutory Requirement 1: Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The planned supplemental activities at all four centers emphasize Core-Subject Tutorials, but also include:
- Reading and Math Clubs – Small group instruction to reinforce strategies taught during the regular school day
- Spelling Club – Student practice spelling with fun and motivating lessons
- Art Club – Students receive instruction in art and learn how to draw and create art projects
- Music Club – Students practice instruments and play in groups
- Character Ed Club – Activities focus on social skills, building emotional intelligence and good decision making
- Chess Club – Students learn the game of chess and have an opportunity to play
- GED Classes – Adults are provided the opportunity to receive tutoring to help them attain a GED
- Summer School – Extended year program to improve success on STAAR and grade promotion rates

Overlapping district initiatives (presented in regular day and reinforced or expanded in ACE program):
- Fall Parent Summit – Families learn about programs and classes offered by the district
- Family Literacy Program – Families receive instruction in the English language
- College Tours and TRIO program – information about tours and other college readiness activities
- College Readiness Activities – students learn about the PSAT, ACT, SAT and how to apply for college
- Career Counseling – Students meet with counselors to discuss career options and have the opportunity to learn more about career choices in the Texas ACE program.
- Social/Emotional Counseling – Students and parents have school counselors and support programs

Mathis ISD will provide transportation through its Transportation Department, however many students will ride with family members. The site coordinators work closely with the campus administrators and transportation department to ensure that all students are transported to and from the center and back home safely. During the registration process, participants select a transportation option. Staff members monitor student arrival and dismissal times by walking students to and from the bus pick up. Staff members on site also monitor students that are picked up by family members by having the family members sign out the student with their signature and record the departure time.

Statutory Requirement 2: Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Through the school board minutes and notices from administration, Mathis ISD will begin communicating to the community that the application has been submitted and then again about the award of the 21st Century grant program as soon as it becomes notified of an award. The district will inform all staff, students and family members of the opportunities in the Texas ACE program at each of the campuses through an advertisement in the local paper, the district's website, campus newsletters, a thorough program description in the back-to-school enrollment packet along with further communication at any occasion where families are visiting the campus. All printed notifications and program offerings will be provided in English and Spanish. The district expects the program to be well received, as there is a great need for after-school supervision for students as well as tutorials.

Ongoing communication will occur because there are stories to publish about the student activities and during parent/teacher conferences and PTA events. These will include reminders of the hours and academic and recreational activities.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 205-904	Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A primary academic focus in Mathis' Texas ACE program is tutoring that is closely correlated to STAAR in the core subject areas of reading, math, and science. The research-based and best practice tutorial lessons will improve subject-area knowledge for improved benchmarks, grades (ultimately promotion) and STAAR performance. The effectiveness of small-group instruction and supplemental instructional time are well known for the positive impact on student performance. Improved academic success will also influence an increase in positive school involvement.

The Site Directors of the Texas ACE program will continue to survey the students to see what they are interested in and bring in those activities when possible. They will also seek new partners to expand educational opportunities for the students. The program will continue to offer to parents of students enrolled in the program opportunities to broaden their educational experiences through Adult Literacy classes, GED classes, computer literacy and courses to become certified nursing assistants. The Texas ACE program activities will also improve student achievement through decreasing attendance problems, truancy, dropout rates and disruptive classroom behavior.

Activities also increase and encourage opportunities for students to participate and enroll in Advance Placement/Dual Enrollment courses and examinations. Planned lessons are motivating and creative and include hands-on experiences that align with the curriculum. More frequent school attendance and decreased disruptive behavior will result in reinforcing student achievement to improve graduation rates.

Programs (educational and non-educational) for parents and immediate families will facilitate the role of parents in bridging education from school to home. Increased family involvement not only assists families in supporting their students, it increases a sense of belonging, leadership and active learning.

Statutory Requirement 4: Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Mathis ISD assures TEA that funds awarded for the 21st CCLC after school program will be used to increase the level of quality in state, local, and other non-federal programs. Grant funds will only be used for activities authorized under TEA guidelines with a coordinated funding approach that maximizes the financial resources and ensures the effective utilization of public resources. Mathis ISD and will use awarded grant funds to supplement and not supplant funds from federal, state, and local funds for similar activities.

The district has an EDGAR-compliant Administrative Procedures Manual in place to assure fiscal responsibility as well as efficient use of federal, state and local funds. All campuses operate Title I, Part A Schoolwide programs and utilize these funds to upgrade the entire instructional program. Similarly, the district receives Title II, Part A funds and participates in Title III funded activities as a member of the SSA with Region 02. All students receive a free breakfast and lunch under the Provision 2 of the USDA's free and reduced-price lunch program which will also provide for healthy snacks for students in an after-school program. The 21st CCLC supplemental funds will be used to offer before- and after-school and summer programs at all four of the Mathis ISD campuses. Utilizing a holistic birds-eye view of the entire educational programs at the campuses, the experienced and well-trained leadership staff are in place to guide fiscal and programmatic planning.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 205-904	Amendment # (for amendments only):

Statutory Requirement 5: Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high–quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Using the Texas ACE Blueprint as guidance, the ACE Advisory Council and program administrators will implement supplemental activities to meet the needs at each site for Mathis' students. The essential academic program activities will be developed based on the results of the most recent needs assessment, especially those results found in the TAPR. The program staff will be trained using the My Texas ACE resources through aligned professional development activities to deliver content-rich core-subject lessons to meet the targeted issues. Lessons will be planned based on identified issues from the previous spring STAAR tests, along with data from grade reports, other formative assessments, computer programs (especially remedial software) and teacher recommendations. Program plans will be tailored to each campus and age-appropriate lessons and skills These same measures will be used to assess the effectiveness of the activities and the overall program as it proceeds.

The platform of the program is based on the research demonstrating the positive effects of providing additional learning time and the use of accelerated instructional design like small-group instruction, collaborative learning and hands-on activities. The ACE program staff will scrutinize the scientifically-based research programs and activities to ensure their effectiveness on the low-income, low-achieving students of Mathis ISD. Performance measures include pre- and post-tests, benchmarks, STAAR practice tests, meetings with student and parents, and real-time communication with classroom teachers who provide results from formative assessments along with observations. Periodic review consists of not only student-level data but also program effectiveness at each site, based on all participating students' performance.

The instructional staff – teachers and contracted tutors – will be highly trained with professional development under the 21st CCLC program and Mathis' training pertinent to each campus. Staff will be closely supervised, monitored and mentored to ensure the highest quality of delivery of instruction. Findings related to staff performance will be included as part of the ongoing monitoring and evaluation for each center.

The major data collections will coincide with the Texas ACE Student Activity Tracking reports to include those results and will also include grades, STAAR practice tests, assessment results and other pertinent data. The soft data like student, staff and parent meetings will also be reviewed at these intervals. All valid information will be included in the ongoing monitoring and program evaluation plan.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 205-904	Amendment # (for amendments only):

Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.

X **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

Mathis ISD will offer a dynamic and wide-ranging Texas ACE program at all four of its campuses and Mathis ISD has the experience of running successful center-based extended-day programs in the past. As a rural district, the campuses offer the most resource-rich sources available for a before- and after-school program to serve its community in an otherwise limited environment. District and ACE program administrators will continue to seek out partnerships with community organizations, especially in Corpus Christi (forty miles away), but also in neighboring communities. However, there is no current community-based organization with sufficient resources in close proximity to the school district that is able to be a full partner in delivering the Texas ACE program as it is intended.

Mathis utilizes resources from, and currently partners with, the following groups to deliver services to students and families and who will contribute such to the Texas ACE program offered by Mathis: San Patricio Literacy Program - Sinton Texas; Mathis Public Library; Nueces County Library program - Mr. Kippy Read-A-Book; Connections Individual and Family counseling – Portland; Workforce Programs - Corpus Christi; Texas A & M Kingsville University - Kingsville; Texas A& M Corpus Christi University - Corpus Christi; Del Mar College – Corpus Christi; Coastal Bend College – Beeville. These organizations have a positive relationship with Mathis ISD and bring varied assets and talents to enrich the curriculum and bridge the path to post-secondary educational opportunities. These benefits also extend to the parents by offering literacy programs, associate degrees and career training and advancement.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 205-904	Amendment # (for amendments only):

Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The highest priority among community needs that will be addressed through this program are safe, adult-supervised childcare during business hours. Parents need help to assist their children with homework and model critical thinking skills. The community lacks local, affordable enrichment opportunities that interest students as well as those that interest parents. The parents of Mathis' students also need literacy programs and career training. Mathis ISD will utilize each of its four campuses to provide sites for the respective Texas ACE programs. The facilities have been deemed safe by the facilities director and undergo an annual facilities and maintenance review. The site has been maintained to keep it safe for students and staff and is up to all codes including those set by the IDEA guidelines.

The district will provide leadership and administrative support for the program. In addition to the core-subject accelerated instructional activities for students, the trained instructional staff will offer programs to address the communities' needs identified above by offering adult literacy training, career training and advancement, education and varied enrichment opportunities. Education, modeling and good-natured training (in English and translated to Spanish) will be provided for parents to assist them with helping the students complete assignments at home. All of these activities will be offered in a friendly, hospitable atmosphere where parents are welcomed and where they feel comfortable leaving their children so they can meet career and family responsibilities.

Each center, in addition to the trained tutors and professional teachers, will have access to instructional and recreational supplies including:
Computers with educational and remedial software,
High-interest, age-appropriate books and media materials,
Homework and tutorial consumables,
Math manipulatives,
Character Education programs,
Arts/Crafts supplies,
Gymnasium and sports equipment with supervision,
Playground equipment with supervision,
Recreational supplies like chess boards and games,
Musical instruments and sound systems,
Supervised space for group exercise,
Printed and recorded adult literacy resources,
Counseling supplies,
Family resources.

Grant funds may be used to expand the supplies for the program and to purchase additional supplies for lessons and activities planned under the Texas ACE program. These may include activities related to the character education programs, college and career readiness activities when expanded beyond regular school hours or pertaining only to students participating in the Texas ACE program. Further, all participating students and parents will have access to the district's counselor.

The districts' transportation department will add additional bus runs to accommodate the expanded program hours and to manage the transportation to and from the district's drop off/pick up site.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 205-904	Amendment # (for amendments only):

Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Mathis ISD will lay the foundation of a well-developed extended day and year program with the guidance of talented and experienced staff. The district has a proven record of prior 21st CCLC grant program success in providing educational and related activities that achieve the program objectives within budget meeting timelines and attaining milestones. These experiences will continue to complement and enhance the academic performance, achievement, and positive student development of those participating through quality staff. The program quality of the proposed management plan will continue to include the integration of existing support services such as counselors, parent councils, existing special services, community volunteers and existing partnerships. All the proposed activities will continue to be conducted and completed according to the proposed timeline and evaluated by the successful gain in student academic performance.

Using the Texas ACE blueprint as a guidance, the district plans to offer academic assistance, enrichment, family services and college and career readiness activities. The lessons and activities are intended to extend the regular school day by providing additional instructional minutes along with non-academic enrichment activities as well as those for participating students' family members.

Statutory Requirement 9: If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Mathis ISD welcomes parent and community volunteers at the campuses; however, historically only a small percentage of the community volunteers for the schools' programs. Volunteerism typically tapers off in the upper grades. Calls for volunteers are advertised in campus newsletters and at community gatherings and flyers at the Mathis Nursing Home. The Texas ACE program staff will work closely with families and the community and will encourage and recruit volunteers during conversations with parents. The district is prepared to train and supervise any volunteers, but this asset will not be depended on to meet the needs of the program.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 205-904 | Amendment # (for amendments only):

Statutory Requirement 10: Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ **Check this box IF you are applying for priority points** for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

Because community support and partnerships are essential to the success of a self-sustaining program, Mathis ISD will include representative and relevant stakeholders in developing a plan that meets the needs of the community and overcomes challenges, especially funding issues. In addition to the current partners listed previously on page 27 (Statutory Requirement 6), the district will utilize available assistance from the TEA, Technical Assistance Consultant (TAC) or other state-level Texas ACE representatives for guidance and experience. By synthesizing all the data from needs assessments, including input from families, businesses and community groups that enhance or support community service, the district will create a sustainability plan. The sustainability plan focuses on workforce revenue streams that allow for after school childcare reimbursements from the state department of labor, childcare licensing, matching childcare grants, youth grants, and workforce practicum programs for WIA workers. It will also include a fee-based program and the use of sliding scales for activity fees. The plan also includes higher education collaborations such as college outreach assistance programs in order to share expenses and services to reach mutual goals. The plan will align a community education model for services with the district's need to continue to enhance parental support so that resources and staff might be shared for future programming. The plan will be firmly in place by the end of the 2017-2018 school year, but will begin development in the Spring of 2017. Development will use input from above sources as well as evaluation and survey data that tie the successful pieces of the program – those meeting the most objectives – to the groups that it targets most specifically. To ensure the broadest participation by local businesses and non-profit organizations and coalitions, the district will continue its data research and analysis while pursuing funding from local, state, and community resources. Mathis ISD will integrate its program with other existing community after-school settings that can be linked to the school such as Boy Scouts and Girl Scouts and faith-based youth groups. These activities will provide additional opportunities for students to build positive relationships with caring adults and, potentially, supportive peers.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 205-904	Amendment # (for amendments only):

TEA Program Requirement 1: Community Involvement

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district's site-based decision-making committee, known as the District Education Improvement Council, will spearhead the Texas ACE advisory council inception prior to August. If the current committee approves functioning as the ACE advisory council, that will continue to be the case. If they prefer that a new council be created, they will take responsibility for inviting elected officials, local business operators, representatives from area higher education institutions (like Del Mar Community College, Texas A&M University in Corpus Christi and Texas A&M University Kingsville), Mathis public librarians, Nueces County health officials, law enforcement officials, and youth pastors from local churches to participate in the initial formation of the new council.

Throughout the program, this group will continue to meet to review the goals, activities and data, and also to make recommendations for change as needed. Perspectives of the ACE Advisory Council members will be incorporated within the operation of the program, and the collaborative approach will increase greater community support and buy in for this program. Using the results of the community and campus needs assessment, the Texas ACE Advisory Council will continue to work closely to update and enhance the comprehensive service delivery model by steering and guiding revisions based on monitoring and evaluation data. Data leading to the review of programming will be collected weekly and shared monthly with stakeholders who will continue to ensure that the goals, objectives and measures are addressed and met through program delivery of services and activities.

The serving ACE committee will meet in September of 2016 and continue to meet monthly for the duration of the program. The ACE committee will be instructed in the use of needs assessments and monitoring/evaluation and will be encouraged to bring insights from represented areas of expertise. Results and insights from the annual program evaluations will be included in program design for subsequent years. Through their involvement, committee members will serve as ambassadors to increase awareness and support.

The council plays a key role in finalizing the sustainability plan, with support from the school board and district and campus leadership teams, to continue offering an extended-day program beyond this grant funding.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 205-904	Amendment # (for amendments only):

TEA Program Requirement 2: Grant Management. Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Superintendent, Director of Human Resources and Director of Compensatory Programs will collaboratively administer the initial implementation of the program until a Project Director is hired. After that point, they and others from administration will continue to support this position and this project. Mathis ISD has procedures for communication and information dissemination and will fully comply with all coordination requirements of the TEA for the ACE program.

District leadership will set up initial training for new hires. This will include training from Mathis ISD as well as specific Texas ACE professional development online and through conferences and ESC Region 02 training when available. As part of program implementation, district personnel involved in the Texas Ace program will receive training in meeting all state and federal grant requirements, in providing timely and accurate reporting to TEA, in implementing appropriate fiscal controls, and in conducting an external evaluation.

As more funding is required to provide optimal training for grant-funded employees, teaching staff or contracted tutors, the district is willing to provide the necessary supplemental funds to cover those costs. Because of the district's commitment to the program, time and other resources, including access to computers for online training, will be made available. The district's needs assessment exhibits a full awareness of the training needed for the program to succeed.

Current district employees and grant-funded employees will work professionally with technical assistance providers and any monitoring officials with the end goal in mind of creating and delivering a highly successful extended-day and extended-year program to meet the needs of Mathis ISD's students and community.

Mathis ISD assures the TEA of full compliance in the branding and Texas ACE logo requirements.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 205-904	Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 1	Center Name: Mathis High School		
9 digit campus ID#	205904001	Distance to Fiscal Agent (Miles)	0
Grade Levels to be served (PK-12)	9-12		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	150
Number of Adults (parent/ legal guardians only) to be served:	100

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 2	Center Name: Mathis Middle School		
9 digit campus ID#	205904041	Distance to Fiscal Agent (Miles)	0
Grade Levels to be served (PK-12)	6-8		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	175
Number of Adults (parent/ legal guardians only) to be served:	150

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 205-904	Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 3	Center Name: Mathis Elementary School		
9 digit campus ID#	205904101	Distance to Fiscal Agent (Miles)	0
Grade Levels to be served (PK-12)	PK-2		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	225
Number of Adults (parent/ legal guardians only) to be served:	200

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 4	Center Name: Mathis Intermediate School		
9 digit campus ID#	205904102	Distance to Fiscal Agent (Miles)	0
Grade Levels to be served (PK-12)	3-5		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	225
Number of Adults (parent/ legal guardians only) to be served:	200

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 205-904	
	Amendment # (for amendments only):

TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In accordance with the Financial Accountability System Resource Guide (§9.2.14.2), Mathis ISD has utilized Title I, Part A funds in combination with State Compensatory Education (SCE) funds to upgrade the entire instructional program at each of its campuses. These funds have provided for supplemental staff and programs including accelerated instruction, tutorials, extended year, contracted staff and services, technology and remedial software programs, focus and sustained professional development and other services. Students identified as at risk based on the state's criteria are identified and not only recorded into PEIMS based on identifying criterion, but identified to the campus administrator who is responsible for ensuring, with counseling and curriculum staff, that the students are getting the supplemental services that they need.

Programs are universally evaluated and considered under the comprehensive needs assessment at each campus and the district as a whole. Programs funded with Title I, Part A and SCE are annually evaluated for effectiveness.

These programs overlap with the intended beneficiaries of the 21st Century grant and therefore, the Director for Compensatory programs will be included in administrative guidance. Students will be identified based on academic need and served in the Texas ACE program based on:
- previous STAAR results,
- benchmark test results,
- grade failure,
- failing one or more class,
- excessive absences,
- truancy,
- excessive discipline referrals,
- IEP or 504 recommendations,
- English language learner,
- need for adult supervision before or after school, or
- staff referral for any reason not listed above.

Program planning and activities for the Title II and Title I, Part C Migrant are coordinated with Title I, Part A and SCE, but funds are not consolidated. Title II funds are used to enhance professional development for the instructional and administrative staff. The Migrant program funds are utilized to meet the unique needs of these students identified for services as a result of family migration. However, there may be overlap for services with other state and federal programs if these students are also identified as at risk. These programs are included as part of the needs assessment, but have unique program outcomes and measures for effectiveness, e.g. teacher effectiveness for Title II and graduation rates for Migrant students.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 205-904	
	Amendment # (for amendments only):

TEA Program Requirement 3b: Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The extended day program scheduled for the regular school year is planned to start one week after the beginning of the 2016-2017 school year. Over the course of the regular school year, the Texas ACE program will run for a minimum of thirty-three weeks The Fall program is scheduled to last for fifteen weeks and the Spring program for eighteen weeks.

The program will run three hours a day for five days a week. This is offered one hour before school and two hours after school. During the program hours, instructional time is planned for the hour before school and the first hour after school. Recreational or non-academic activities will occur in the final hour of the program each weekday.

A six-week summer program is scheduled offering a five-hour program four days a week. The program is planned to begin on June 5 and end by July 20.

To administer the Texas ACE program, a Project Director will be employed by the district for two hundred twenty-six days, as will the Site Directors. The Family Engagement Specialist will be employed for two hundred ten days. The Texas ACE Project Director will report to the superintendent and will receive support from the business office, Director of Compensatory Programs and Human Resources who are staffed throughout the year.

TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each campus that will serve as Texas ACE centers currently has a safety policy in place that aligns with Texas Education Code (TEC), Chapter 37, which establishes the statutes related to student discipline, law and order in public schools. Each policy will also be revised to include ACE standards and details specific to the ACE program. All policies will be annually assessed and will include documenting emergency situations and a readiness plan. Each center will undergo a safety inspection and annual report on maintenance and safety based on district's guidelines and practices.

All students will have written parent consent before participating in the Texas ACE program at Mathis ISD and the consent will include emergency contact information. Each center will have a sign-in and sign-out procedure that is documented as part of the participation information and is mandatory to ensure the safety of participating students. All staff, regular employees or contract employees, will receive training on the sign-in and sign-out procedure and Site Coordinators will supervise for compliance.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 205-904	Amendment # (for amendments only):

TEA Program Requirement 4a: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each of Mathis ISD's four campuses will operate a Texas ACE center and is scheduled to offer one hour of accelerated academic instruction in the morning before school along with two hours after school broken down to one hour of academic activities and the final hour of enrichment programming to end each day. This program will run five days a week during the regular school year. The summer program is planned to run five hours a day for four days a week and include three hours of academic instruction and two hours of enrichment activities. This specific schedule of instructional time may vary based on inferences made from weekly progress reports.

Instructional Coaches from each campus will be involved with the Site Coordinators and ACE teachers, using the Four Component Activity Guide, in designing activities and lessons to ensure continuity with the regular education program. All improvements gleaned from Texas ACE professional development will be utilized in all aspects of the program from design, planning and implementation, including self-evaluation. Any input from the TEA monitors or Technical Assistant Consultants will be integrated into program design or redesign throughout the year(s).

Site Coordinators and the Texas ACE Project Director will not only meet regularly among themselves, but will also meet with grade-level teams from respective campuses for program planning and design. In addition to core-subject content continuing from the regular school day, using the progression outlined for TEKS benchmarks the instructional delivery will include similar teaching language and overlapping methods, but with emphasis on small group and more individualized instruction. Extended learning time will offer students time to practice and master skills and content with specially trained and accessible staff. The staff will deliver and facilitate activities to engage and motivate students to build on success and encourage greater participation and positive attitudes toward school and learning.

Needs highlighted in the results from each campus' and the district's needs assessments results will be used to pinpoint skills and content that require emphasis during accelerated instructional activities in the ACE program. STAAR data, TAPR reports and benchmark testing results will drive instructional design for academic interventions. Attendance and discipline reports will be combined with student interest inventories and parent surveys to steer enrichment activity plans. Similarly, these will be used as part of ongoing monitoring and self-evaluation of program effectiveness.

To address the areas of **academic achievement and performance, grade promotion and graduation rates**, all centers will provide homework assistance for students needing small group assistance, tutorials for students lacking in skills and concepts that have hindered their academic progress, and computer-based academic intervention based on areas of low-performing standards and objectives. Tutorials will focus on the core academic subject areas. College readiness activities familiarize students and families with entrance tests, the college application process and student loans.

To enhance **school day attendance and positive behavior**, Mathis ISD will offer popular enrichment activities to support academics, which include chess club, technology based learning, music and arts/crafts. Athletic activities to promote physical health include basketball, and other indoor and outdoor sports. Music opportunities would include recording studio access, steel drums and mariachi in order to give students awareness and skills in other instrumentation than just the traditional music instruments found in schools.

The Texas ACE program will also provide opportunities for parents of students enrolled in the program to participate in **family literacy** classes, GED classes and basic computer skills classes. The district will fully utilize the position of Family Engagement Specialist to communicate with the parents and encourage family participation. Mathis is a friendly tight-knit community and school liaisons can be highly effective at bolstering participation as well as listening for beneficial feedback. Parents of students enrolled in the Texas ACE program will also have opportunities to partake in activities that involve parent-student interaction and activities such as exercise classes (including Zumba), arts, and college exploration. Mathis will continue to host a monthly literacy night.

Mathis ISD will continue to promote college-workforce readiness with the assistance of Texas ACE and the coordination of other activities and will also continue to enhance, support, and promote the program to provide students and their families varied opportunities to participate in activities that **increase students' and families' active participation and engagement in learning.**

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 205-904	Amendment # (for amendments only):

TEA Program Requirement 4b: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The four campuses at Mathis ISD serve primarily low-income students and have high percentages of at-risk students. The Texas ACE program for the campuses will be designed to operate using an accelerated instructional model based on the knowledge that the majority of students referred for participation will meet one or more of the state's at-risk criteria, or will be struggling to achieve mastery of content or skills to be successful academically. Three out of the four campuses have been identified as needing improvement; therefore, academic instruction and intervention will focus on those subjects assessed in the STAAR for particular grades at each campus/center.

The centers will be employing activities developed with the Texas ACE Activity Unit and Lesson Plan worksheets and documents will be maintained for monitoring and review. At each campus, as much relevant data as possible will be collected with student recruitment information to be incorporated into individualized activity and lesson planning. This includes hard data ranging from skills-test results to more confidential information about social/emotional issues that may be affecting students' academic performance, attendance or discipline. Information from regular education teachers will be useful in tailoring tutorials and skills practiced during small group instructional time.

Ongoing monitoring, evaluation and reporting, especially using the Student Activity Tracking system, will provide feedback so program administrators may adjust and refine the program for continued improvement. Summative assessment results from STAAR, grade promotion and graduation, along with attendance reports. Discipline referral data will be utilized for program planning to determine the effectiveness of the activities and the areas that need enhancement.

The primary foci for the Texas ACE program at Mathis' four centers will be subject-area content knowledge and skills, discipline, college and career readiness and enrichment (for students and adults). Goals, objectives and milestones will be set based on pretest data. Supervision provided by Site Coordinators, the Project Director and district administration will be available to assist program teachers and tutors to adjust instructional methods and activities. This will improve all aspects of the program's design and delivery for the greatest positive impact on academic performance, including attendance and discipline. One of the greatest benefits of being a single-attendance district is the streamlined communication and collegial environment among all district staff (including contracted providers). This ease and openness of communication allows for swift and direct action.

Staffing for each of the four centers is planned to be two teachers per grade level (K-11) and eight tutors at the elementary and intermediate centers and four tutors at the middle and high school centers. This should keep the student-to-tutor ratio below twelve to one.

According to the comprehensive needs assessment, a fundamental need afflicting the Mathis community is a lack of adult-supervised childcare. The hours and location of the Texas ACE program at Mathis ISD's campuses will directly meet this need. In providing accelerated instruction and enrichment activities, the program satisfies an essential missing piece for the community. Ample resources provided through this grant for staffing tutors and teachers will permit a low student-to-instructor ratio, which is a tried and true best practice.

Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 205-904	Amendment # (for amendments only):

TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Before the program commences, the Family Engagement Specialist (FES) will be part of the planning process with center staff and regular instructional and counseling staff and receive training from Mathis ISD and in the Texas ACE program. Training will include one conference as well as local, in-house and online training. The FES will assist in planning activities and lessons and will maintain close contact with the progress of referred students to act as liaison with campuses and as an advocate for the students. The FES will adapt to meet with families beyond the Texas ACE program's hours and will attend meetings and activities that parents are likely to attend, such as Parent Teacher Organization meetings and Parent Summit events. The FES will inform parents, in English and Spanish, of opportunities in the Texas ACE program. Special emphasis will be placed on English literacy and fluency and on providing assistance with reviewing resources for use at home. Information on local community colleges, universities and other educational institutions will be made available for parents at the centers and distributed at gatherings. In addition to a lending library, free references will be available about higher education, social services and health and wellness.

TEA Program Requirement 5b: Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In addition to general program information distributed to all families of students, the Project Director will send home printed information in the back-to-school packet and with students immediately after referral. Then the FES, under direct supervision of the Project Director, will actively recruit family members for participation by contacting them directly by telephone. The FES will follow up with phone calls and emails to encourage parents and immediate family members to participate. The FES will seek to build trusting relationships through active listening and advocating on behalf of families. In addition to maintaining the family resource center on site, the FES will offer references for families who need support or health services and will be available for face-to-face meetings. Utilizing participant responses, FES will build a database of information on needs, interests, and obstacles. This, in conjunction with participant data collected in the Activity Tracking System, will be used to enrich program offerings and bolster future participation. The FES will be an integral part of the advisory committee with the ability to offer a representative voice on behalf of parents and to build a bridge from families to the schools. Clear documentation and communication will be maintained internally to ensure effective implementation of the program.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 205-904	Amendment # (for amendments only):

TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Family Engagement Activities will fall into three basic areas: Adult Education and Parenting, Adult Activities, and Family Support of Students. For adult education activities, the focus will be on English literacy, parenting classes, and character education for families such as how to support students to make positive choices. Adult Activities may be separate or with their student(s) and may be exercise classes, health classes, and other recreational offerings. Family Support includes activities like Reading and Spelling Clubs, Math and Science projects, STAAR preparation and support, and college entrance and financial aid information. Activities will be offered to help parents assist their students with homework and core-subject skills.

All activities will be offered at the respective Texas ACE centers and will be most heavily concentrated after normal working hours. Depending on the survey results, some family activities may be scheduled for mornings and during the summer.

All program-related staff will be trained to work with families to facilitate meeting their needs. Staff, especially Site Coordinators, will encourage parent involvement and feedback. Parents will be regularly surveyed and all data on participation will be used to drive the program design and implementation. One of the benefits of a small district is that swift changes may be made when necessary or desired. If a parent expresses interest in banking or household budgeting activities, these can quickly be added to the Adult Education lessons. As the staff continues to receive training and to network with other centers, new and innovative activities will be added.

The district has excellent parental involvement, especially at the early grades, and can leverage the additional opportunity to interact with families of the most at-risk students. This will help the district meet the goal of encouraging students and families to be actively engaged in learning and leaders in the campuses' educational environments.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 205-904	Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	☒	☒	☒

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	☐	☐	☐
A02	Provide staff development on eliminating gender bias	☐	☐	☐
A03	Ensure strategies and materials used with students do not promote gender bias	☐	☐	☐
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	☐	☐	☐
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	☐	☐	☐
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
A99	Other (specify)	☐	☐	☐

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	☐	☐	☐
B02	Provide interpreter/translator at program activities	☐	☐	☐
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	☐	☐	☐
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	☐	☐	☐
B05	Develop/maintain community involvement/participation in program activities	☐	☐	☐
B06	Provide staff development on effective teaching strategies for diverse populations	☐	☐	☐
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	☐	☐	☐
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	☐	☐	☐
B09	Provide parenting training	☐	☐	☐
B10	Provide a parent/family center	☐	☐	☐
B11	Involve parents from a variety of backgrounds in decision making	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)			
County-District Number or Vendor ID: 205-904		Amendment number (for amendments only):	

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	☐	☐	☐
B13	Provide child care for parents participating in school activities	☐	☐	☐
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
B16	Offer computer literacy courses for parents and other program beneficiaries	☐	☐	☐
B17	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
B18	Coordinate with community centers/programs	☐	☐	☐
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	☐	☐	☐
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	☐	☐	☐
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	☐	☐	☐
B99	Other (specify)	☐	☐	☐

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	☐	☐	☐
C02	Provide counseling	☐	☐	☐
C03	Conduct home visits by staff	☐	☐	☐
C04	Provide flexibility in scheduling activities	☐	☐	☐
C05	Recruit volunteers to assist in promoting gang-free communities	☐	☐	☐
C06	Provide mentor program	☐	☐	☐
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)			
County-District Number or Vendor ID: 205-904		Amendment number (for amendments only):	

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	☐	☐	☐
C09	Conduct parent/teacher conferences	☐	☐	☐
C10	Strengthen school/parent compacts	☐	☐	☐
C11	Establish collaborations with law enforcement agencies	☐	☐	☐
C12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	☐	☐	☐
C99	Other (specify)	☐	☐	☐

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	☐	☐	☐
D02	Provide counseling	☐	☐	☐
D03	Conduct home visits by staff	☐	☐	☐
D04	Recruit volunteers to assist in promoting drug-free schools and communities	☐	☐	☐
D05	Provide mentor program	☐	☐	☐
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐
D07	Provide community service programs/activities	☐	☐	☐
D08	Provide comprehensive health education programs	☐	☐	☐
D09	Conduct parent/teacher conferences	☐	☐	☐
D10	Establish school/parent compacts	☐	☐	☐
D11	Develop/maintain community collaborations	☐	☐	☐
D12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	☐	☐	☐
D99	Other (specify)	☐	☐	☐

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	☐	☐	☐
E02	Provide program materials/information in Braille	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 205-904	Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	☐	☐	☐
E04	Provide program materials/information in digital/audio formats	☐	☐	☐
E05	Provide staff development on effective teaching strategies for visual impairment	☐	☐	☐
E06	Provide training for parents	☐	☐	☐
E07	Format materials/information published on the internet for ADA accessibility	☐	☐	☐
E99	Other (specify)	☐	☐	☐

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	☐	☐	☐
F02	Provide interpreters at program activities	☐	☐	☐
F03	Provide captioned video material	☐	☐	☐
F04	Provide program materials and information in visual format	☐	☐	☐
F05	Use communication technology, such as TDD/relay	☐	☐	☐
F06	Provide staff development on effective teaching strategies for hearing impairment	☐	☐	☐
F07	Provide training for parents	☐	☐	☐
F99	Other (specify)	☐	☐	☐

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	☐	☐	☐
G02	Expand tutorial/mentor programs	☐	☐	☐
G03	Provide staff development in identification practices and effective teaching strategies	☐	☐	☐
G04	Provide training for parents in early identification and intervention	☐	☐	☐
G99	Other (specify)	☐	☐	☐

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	☐	☐	☐
H02	Provide staff development on effective teaching strategies	☐	☐	☐
H03	Provide training for parents	☐	☐	☐
H99	Other (specify)	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)			
County-District Number or Vendor ID: 205-904	Amendment number (for amendments only):		

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	☐	☐	☐
J02	Ensure all physical structures are accessible	☐	☐	☐
J99	Other (specify)	☐	☐	☐

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	☐	☐	☐
K02	Develop and implement a truancy intervention plan	☐	☐	☐
K03	Conduct home visits by staff	☐	☐	☐
K04	Recruit volunteers to assist in promoting school attendance	☐	☐	☐
K05	Provide mentor program	☐	☐	☐
K06	Provide before/after school recreational or educational activities	☐	☐	☐
K07	Conduct parent/teacher conferences	☐	☐	☐
K08	Strengthen school/parent compacts	☐	☐	☐
K09	Develop/maintain community collaborations	☐	☐	☐
K10	Coordinate with health and social services agencies	☐	☐	☐
K11	Coordinate with the juvenile justice system	☐	☐	☐
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
K99	Other (specify)	☐	☐	☐

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	☐	☐	☐
L02	Establish collaborations with parents of highly mobile families	☐	☐	☐
L03	Establish/maintain timely record transfer system	☐	☐	☐
L99	Other (specify)	☐	☐	☐

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	☐	☐	☐
M02	Conduct home visits by staff	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 205-904		Amendment number (for amendments only):		

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	☐	☐	☐
P99	Other (specify)	☐	☐	☐

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	☐	☐	☐
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
Q03	Conduct program activities in community centers and other neighborhood locations	☐	☐	☐
Q99	Other (specify)	☐	☐	☐

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 205-904	Amendment number (for amendments only):

Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For *statewide* teacher training programs or *statewide* student instructional programs, refer to the list of private nonprofit school association contacts posted on the Applying for a Grant page.

Total Nonprofit Schools within Boundary

Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): **0**

Initial Phase Contact Methods

Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.

☐ Certified letter	☐ Documented phone calls	☐ Meetings
☐ Fax	☐ Email	☐ Other method (specify):

Total Eligible Nonprofit Students within Boundary

Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none):

Check box only if there is no data available to determine the number of eligible students: ☐

Total Nonprofit Participants

Total nonprofit schools participating:	Total nonprofit students participating:	Total nonprofit teachers participating:
No nonprofit schools participating: ☐	No nonprofit students participating: ☐	No nonprofit teachers participating: ☐

Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required *only* if private nonprofit schools are participating.

Participant Consultation: Development and Design Phase Consultation Methods

Check the appropriate boxes to indicate development and design phase contact methods.

☐ Certified letter	☐ Documented phone calls	☐ Meetings
☐ Fax	☐ Email	☐ Other (specify):

Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)

☐ How children's needs will be identified

☐ What services will be offered

☐ How, where, and by whom the services will be provided

☐ How the services will be academically assessed, and how the results of that assessment will be used to improve those services

☐ The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services

☐ The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools

☐ How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers

☐ How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor

☐ Other (specify):

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Schedule #19—Private Nonprofit School Participation (cont.)	
County-District Number or Vendor ID: 205-904	Amendment number (for amendments only):

Part 3: Services and Benefits Delivery

Designated Places/Sites

☐ Public school	☐ Private nonprofit school	☐ Neutral site
☐ Other (specify):		

Designated Times

☐ Regular school day	☐ Before school day	☐ After school day
☐ Summer vacation	☐ Other (specify):	

Part 4: Selection Criteria/Activity Timeline

#	Private Nonprofit School Name/ Number of Students and Teachers		Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:		Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students:	# of teachers:			Activity #1 end date
2	School name:		Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students:	# of teachers:			Activity #2 end date
3	School name:		Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students:	# of teachers:			Activity #3 end date
4	School name:		Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students:	# of teachers:			Activity #4 end date
5	School name:		Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students:	# of teachers:			Activity #5 end date

Part 5: Differences in Program Benefits Provided to Public and Private Schools

Select the one appropriate box below.

☐ There are no differences between the program benefits provided to the public school students and the private school students.

☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

	Description of Difference in Benefits		Reason for the Difference in Benefits
1		1	
2		2	
3		3	
4		4	
5		5	

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